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Record Item: Trial Testimony of...

File Unit: Civil Case #1333, *Davis et al v. County School Board of Prince Edward County, VA, et al.*, Box 126, Volume 2 (for Isidor Chein's testimony) or Volume 5 (for Mamie P. Clark, Horace B. English, Alfred McClung Lee, William H. Kelly, John Nelson Buck, and Henry E. Garrett's testimony), then the page number.

Series: Civil Case Files

Subgroup: Records of the U.S. District Court for the Eastern District of Virginia, Richmond Division

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HORACE B. ENGLISH, called as a witness by and on behalf of the plaintiffs, in rebuttal, being first duly sworn, testified as follows:

EXAMINED BY MR. HILL:

Q Will you state your name?

A Horace B. English.

Q What is your occupation and residence?

A Professor of Psychology, Ohio State University, Columbus, Ohio.

Q For the record, Dr. English, will you give us, briefly, some of your educational qualifications?

A I took my college work at the University of Nebraska and at Oxford University, in England, where I was a Rhodes scholar, and my Doctor's degree at Yale University in 1916. I have been teaching since then, with the exception of a few years in the Army, both First World War and the Second, and incidental time off.

Q Will you, briefly, state some of the professional organizations you are a member of?

A We tend to run to a great many organizations.

JUDGE DOBIE: Six or seven will do.

A (continued) Yes. Thank you, sir. I have been President of the Mid-Western Psychological Association, and of the American Association for Applied Psychology,

H. B. English - Direct

and this last year, I was President of the Division of Educational Psychology of the American Association of Psychologists -- that is enough.

JUDGE DOBIE: It is important to increase your testimony that for six months you have been Assistant-Secretary of Cuyahoga Psychological Society.

THE WITNESS: No, sir, I have not.

BY MR. HILL:

Q Have you written articles in the field?

A Yes, I have published about 200 articles and two books, and part author with another.

Q Dr. English, the defendants have put on testimony with reference to the fact that they have observed the Negro high school students in Farmville and observed them to be happy and mirthful, and for that reason they do not feel that segregation has had any evil effect on them. Will you comment, briefly, on that, sir?

MR. ALMOND: If Your Honors please, this is not in rebuttal. Their expert testimony went directly into the effects of so-called segregation; their experts expressed their opinions on the effects in the various categories of it. We came back and did the same thing. Now they come and reopen it, and it is not new matter to be re-

H. B. English - Direct

butted. If that is to go on, we will never get through.

JUDGE DOBIE: Very briefly, I think there is a good deal in what the Attorney General says, and I think, if I may say so, I am not without experience in these school cases. I believe there are few judges in America who have had more of them than we have had in Virginia. I think there is some force in the Attorney General's objection, but we want to make a most complete record, and I think we will make the most complete record ever made in one of these cases. So if you will, be brief.

THE WITNESS: I will try to be very brief, sir.

A I have one concrete bit of testimony. Some six or seven years ago, a graduate student under my direction most carefully gathered the characteristic jokes which circulated among high school students and college students -- Negroes. That set of jokes can only be characterized as one of the most depressing things that I have ever been privileged to read. They were jokes, but they were bitter. I don't think you get the picture - I know you don't get the picture of the carefree, happy Negro from the jokes they tell. It is my studied opinion that the

H. B. English - Direct

jokes people tell reveal a good deal of their underlying feelings.

BY JUDGE DOBIE:

Q Your testimony is that from these jokes your conclusion is that in the high schools in which you have had experience they are not the carefree, happy Negroes that have been spoken of here; is that the idea?

A Yes, sir.

3

JUDGE DOBIE: All right.

BY MR. HILL:

Q A question was put to the defendants' witnesses that in substance was this: Does segregation necessarily imply discrimination? Or some such words as that. You heard the testimony this morning, did you not, Dr. English?

A Yes.

Q Will you comment, briefly, on that, please?

A A good deal of my work lies in the field of child psychology, and certainly one of the most important things that we have to deal with in children is the picture that they have of themselves, their ideals, their sense of their own value and of their own worth. It would seem self-evident, and I can get -- if it could be got, we could get some evidence on this, but it seems so self-evident that where people are constantly subjected to the notion

H. B. English - Direct

that they are inferior, this sense of personal worth suffers a very great damage.

Dr. Garrett objected to the word "insult" to the personality. Perhaps that is too strong. But a grave damage to all of the things that cause a child to develop into a strong and wholesome personality is inevitable when he is subjected to a barrage of influences, all of which say "You are inferior."

Q I want to ask you one or two more questions, very briefly. With reference to Dr. Stiles' testimony, he made reference to the University School there at Ohio State. Will you comment on that, briefly?

A Dr. Stiles spoke of what his daughter found there in a school. I had five children in that school over a period of many years. They were in school with Negro children and I have personal knowledge and personal acquaintance with several of the Negro children who were in that school. They were delighted with this opportunity to be in a school where they were not segregated. I would like to comment further on the case of the Negro child who developed a scalp infection. I have no question at all of the correctness of Dr. Stiles' remark that the children, brought up in our culture as they are, would inevitably say, "Just isn't that like Negroes, they are dirty, and see,

H. B. English - Direct

here is this dirty child." I have no question that is the case. But what a wonderful opportunity it was for the teachers in that school to take up this situation and use it as a basis for developing a better attitude. It is precisely that kind of thing that comes from the inner beings of the two races, which you do not get if you segregate.

MR. HILL: You may cross examine.

CROSS EXAMINATION

BY MR. MOORE:

Q Dr. English, to what extent have you spent any time in Virginia?

A Virginia? I was here once about a week, several years ago.

Q What were you doing here?

A I was here at a convention, in Richmond.

Q Attended a convention?

A Yes, sir.

Q How many years ago?

A Oh, I don't know, ten. I make no statements about Virginia that I profess certain knowledge of Virginia.

Q To what extent have you spent any time in the South?

H. B. English - Cross

A Three months.

Q Where?

A Camp Oglethorpe, Georgia.

Q There on vacation?

A No, I was in the Army.

Q How long ago was that?

A 1917-18.

Q You were there as a soldier?

A Yes.

Q Is that the entire extent of your experience in the South?

A Yes. May I say, though, that I lived for seven years in a village in which the Negroes were 47 per cent of the population. I am not without some experience of living with Negroes in a small community.

Q Where was that?

A Yellow Springs, Ohio, where I was a teacher.

Q Didn't you find that there were rather sharp racial prejudices right there?

A There were too many; but, no, I think we didn't have that. We had very good race relations.

For example, when the Negroes couldn't agree on a candidate for the village council, the white people decided that they needed a Negro representative, and they

H. B. English - Cross

split their votes. So we got together and elected a Negro to the village council. You have a feeling of good will there.

MR. NOON: That is all.

MR. HILL: May Dr. English be excused?

JUDGE DOBIE: Yes.
